

TAB

1 November 1973

MEMORANDUM FOR: Members of the Curriculum Committee

SUBJECT: Agenda for Meeting, 7-8 November 1973

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1. The Curriculum Committee will meet on Wednesday and Thursday, 7-8 November 1973, at the [REDACTED]

2. The Agenda includes:

- a. Continuation of discussion of end-of-course reports, critiques, and schedule formats;
- b. Discussion of the format for "black books" and syllabi;
- c. Conversion of the Operations Support course to an Operations Familiarization course;
- d. Discussion of the length of the BOC;
- e. The [REDACTED] paper;
- f. Production of TV tapes and requirements.

3. Background reading is attached.

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[REDACTED]

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21 November 1973

MEMORANDUM FOR: Members of the Curriculum Committee

SUBJECT : Minutes of Meeting, 7-8 November

1. The Curriculum Committee met at the [REDACTED]
[REDACTED] on 7-8 November. All members were
present with the exception of [REDACTED]
[REDACTED] alternate.

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2. Because of the meeting's length, the minutes are divided into two sections. The first, immediately following, contains a summary of the agenda items discussed and decisions reached; the second, which begins with paragraph three, presents a more detailed account of the discussions.

a. Continuation of discussion of end-of-course reports, critiques, and schedule formats;

- all students in all courses will be afforded the opportunity to critique the instruction they have just completed; critiques are required in new courses (for the first three runnings), or in any established courses where substantive changes have been introduced.
- OTR policy to be drafted in form of notice on end-of-course reports; notice will rescind direction on inclusion of EEO statistics in end-of-course reports.
- End-of-course reports will have a paragraph on class composition.
- End-of-course reports will contain information on course content with emphasis on innovations and significant changes.
- End-of-course reports will show problems and proposed solutions for next running.

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- End-of-course reports will contain a summary of student critiques and a statement on the extent to which specific objectives were met.

- End-of-course reports will show plans for post-training feedback.

b. Discussions of format for "black books" and syllabi:

- Black books necessary:

- to provide new instructors with a written description of the what and the how

- to constitute briefing media for Board of Visitors

- serve as aid to DTR and Curriculum Committee for information on what is going on in OTR courses

- as help in determining OTR objectives and evaluating effectiveness

- A black book

- is not a lesson plan

- content more important than format

- should contain:

- Objectives, scope notes, schedule of course, techniques used in teaching this course, evaluative instruments used, and costing factors

Project on black books will begin with Objectives for OTR Courses being submitted to [REDACTED] STATINTL he will collect them for Curriculum Committee review.

c and d. Conversion of the Operations Support course to an Operations Familiarization course; and discussion of the length of the BOC.

- Committee engaged in educational process on operations training
- decisions on substance more important than decisions on length

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██████████ to work with DDO/TRO in acquiring projections for operations training; at the same time ██████████ will review entire operations training picture.

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e. The ██████████ paper

- a continuation of what we have talked about before
- students will be afforded opportunity to write critiques
- Unit Chiefs can determine format

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- ██████████ to look for guidelines in literature on critique construction

f. Production of TV tapes and requirements

- discussion of relative merits of film and tape
- ALT has priority

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- ██████████ to visit ██████████ to see what's available
- designate CRS as central place in Agency for production of Agency required films; OTR to maintain capability for producing films/tapes as training vehicles
- OTR to "become serious" about this business of audio visual support to training courses

3. The meeting began with the discussion of Agenda Item B -- the format for black books and syllabi. The Chairman indicated that the DTR defines a black book as a record of the subject matter of the various courses taught by the Office of Training; the DTR sees a black book as a binder containing descriptions of major blocks of instruction; statement of objectives, schedules, and speakers; the DTR is not insisting that every

STATINTL hour of a course be outlined, his requirement is a general one. [REDACTED] indicated that the "black book" project was started years ago and while there are some black books in existence today, none of them follows a systematic and precise format; he reminded the Committee that the requirement for a black book resulted from the DCI's reaction to a particular question from a midcareer officer. The black book effort was also encouraged by the formation of the Board of Visitors. [REDACTED] said that the DCI's real concern at the time was his doubt that the Deputy Directors know what their people are saying to students, and [REDACTED] said that the existence of a black book will not answer another such reaction from a senior official, since a black book will not include an exact transcript of who-said-what in the course. [REDACTED] outlined to the Committee members some possible uses of black books. They can:

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- (a) Provide new instructors with a written description of the what-and-the-how;
- (b) Serve as an aid to the DTR in dealing with questions on content of our courses;
- (c) Constitute a briefing media for the Board of Visitors and any other overseeing body;
- (d) Provide information for the Curriculum Committee;
- (e) Enable supervisors of courses to study the range of information in their instructors' courses;
- (f) Help in determining OTR's objectives and in the devising of a mechanism for evaluating the effectiveness of courses.

STATINTL Committee members agreed a black book should be more than a lesson plan, that actual content is more important than format, that scope notes seem to be a reasonable starting point for describing the basic coverage in our courses, and that a statement of course objectives and a study of the effectiveness of our courses are almost inseparable. [REDACTED] defined scope notes as a general description of the content of a lecture to be used for the guidance of the student when the lecture is given by an OTR instructor; in courses where outside speakers are used, the scope notes are mainly for the speaker's guidance enabling him to know the boundaries in which he must speak. The Chairman reminded the Committee that the DTR does not need scope notes on every single element

of our curriculum. After further discussion the Committee tentatively agreed on the following content of a black book:

- (a) Objectives
- (b) Scope notes
- (c) Schedule of the courses
- (d) Techniques used in teaching the course
- (e) Evaluative instruments used
- (f) Costing factors

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The Committee agreed that a starting point on the black book project would be a suggestion that each instructor and Unit Chief take a careful look at objectives for the courses currently running. These objectives are to be forwarded to [REDACTED] who will collect those now in existence and bring them to the Curriculum Committee for review. The Committee will select another title for the black book because the name connotes a looseleaf binder and a predetermined format.

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4. After lunch [REDACTED] joined for a discussion of Agenda Items C&D, specifically the BOC and the Operations Support course. The discussion began after a tour of the Station's CCTV area which has been in use for about two years. The Chairman began by saying that the Committee should now be considering content and subject matter of the BOC rather than its length. He suggested that this group engage in an educational process in order to gain a feel for what is presently contained in operations training, for he felt that Committee members need to be informed in order to be responsive. [REDACTED] indicated that much of the desired information on the content of operations training was contained in the September 1973 memo on Basic Operations Training and in a special memo on AOC course content, both of which were provided to Committee members for reading before the meeting. [REDACTED] talked about the techniques used in operations training and the variety of exercises involved. [REDACTED] indicated that at a recent WH Conference he found that returning officers could not suggest any changes in our training, and could not suggest anything that we should be doing better or differently.

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[REDACTED] added that he felt that the new DDO/TRO would be very helpful to us in getting the right people into the

right course; he thinks that the new DDO/TRO will indeed serve as a screening mechanism for our students. [REDACTED] again directed the members' attention to the handout and said that the course as it stands now was put together by men who had been overseas and who felt that the information contained was what any case officer needs to know. Realizing that the DTR is responding to economic pressure and that there is real concern about the per student cost,

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[REDACTED] said that we should assure ourselves that the operations training we are doing now is right for the case officers of the future. [REDACTED] wondered if we were teaching hardware that may or may not be used. [REDACTED] said that he and his people are currently taking a very close look at all operations training being given at the Station, even though no dissatisfaction has been expressed with the product coming out of the BOC. There was discussion of an OFC course to serve as a screening mechanism for the BOC. The discussion ended with [REDACTED] promising to come up with options in regard to all operations training and [REDACTED] indicating that he will work closely with DDO/TRO in getting the DDO projections for training and then adjusting our training for those projections. The solution seems to lie in working in tandem with the DDO to try and institute a screening mechanism for enrollees and to encourage the DDO/TRO to accept a vigorous role in applying this screening mechanism.

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6. [REDACTED] prefaced the discussion of the [REDACTED] paper by saying that its content was really a continuation of what we have talked about before. [REDACTED] said that we should address ourselves to the critique problems and that an OTR policy should be written on what we want in critiques. [REDACTED] said that we must determine how critiques are going to be used and in what element of confidentiality they are to be held. [REDACTED] felt that it would be helpful if we could get a more definitive classification as to how other training facilities such as the FSI and the Civil Service Commission handle training critiques. The Committee agreed that perhaps the word "required" in the minutes of the previous meeting was a bit strong and that we should revise those minutes to read that "every student should be afforded an opportunity to write a critique." [REDACTED] will look for guidelines in critique instruction available in library literature. In a policy decision, the Committee agreed that all students in all OTR courses will be afforded the opportunity to critique the instruction just completed and that critiques are required in new courses (for the first three runnings) or in any established courses where substantive changes have been introduced. The Unit Chief will determine the format of critiques in order to suit his needs; however, all critiques will have, at the minimum, a statement on how well the specific course objectives were met.

7. After lunch the Committee discussed the memo written by [REDACTED] on the coverage of items of current interest in Intelligence Institute courses. Realizing that there is some coverage in other OTR courses, the Chairman requested that [REDACTED] provide the same information on lectures given in their training offerings.

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8. The discussion turned to end-of-course reports. [REDACTED] felt the course report is most valuable as an historical document, as reference material for the course, not as a working document. It is something that makes an instructor sit down and think about his course in a constructive way. However, the DTR wants to read all end-of-course reports because he must have up-to-date information on what the OTR is doing. After discussion, the Committee agreed that an OTR Notice should be issued on end-of-course reports. The Notice should contain the following:

- (a) Rescission of the requirement for reporting EEO data in the end-of-course report;
- (b) A paragraph summarizing class composition;
- (c) Changes and innovations;
- (d) Problems and proposed solutions for the next running;
- (e) A summary of student critiques and a statement with reference to the extent to which we meet our objectives and the extent to which the student's objectives were met.
- (f) Plans for post-training feedback.

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9. The meeting ended with a discussion of the agenda for the next meeting of the Curriculum Committee to be held 29 November 1973. At that time the Committee will look at the draft of the Notice on end-of-course reports and will hear a report from [REDACTED] on the status of objectives and black books.

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[REDACTED]




26 October 1973

MEMORANDUM FOR: Chief, Curriculum Committee

SUBJECT : Coverage in the Curriculum of International Economics, Ecology and Demography

Listed below are the presentations on International Economics, Ecology and Demography in recent runnings of our various training courses.

(A) SENIOR SEMINAR No. 3, from 21 January - 23 March 1973:

STATINTL	"World Population Problems (Demography)		22 Feb. 1973 2 hours
	"The World Economy: A New Dimension in U.S. Foreign Policy" (International Economics)	Deane Hinton (Council of Int'l Economic Policy)	23 Feb. 1973 2 hours
STATINTL	"U.S. Business Abroad" (International Economics)		27 Feb. 1973 2 hours
STATINTL	"Environmental Crisis" (Ecology)		12 Mar. 1973 3 hours

(B) ADVANCED INTELLIGENCE SEMINAR (AIS) No. 12, from
30 May - 19 June 1973:

"Economic Power and International Politics" (Int'l Economics)	Irwin Tobin (Treasury)	4 June 1973 1 1/4 hours
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"National Priorities and \$"
(International Economics)

Leonard Lecht
(Nat. Planning)

6 June 1973
1 3/4 hours

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"Multi-Nationals: How
Important and Who Benefits?"
(International Economics)

[REDACTED]

7 June 1973
2 hours

(C) INTELLIGENCE IN WORLD AFFAIRS #2-74, 10-28 September 1973:

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Panel: Europe
(International Economics)*

[REDACTED]

21 Sept. 1973
2 hours

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Film: "The Japanese" and
"Japan Today"*

[REDACTED]

21 Sept. 1973
1 hour
21 Sept. 1973
1 hour

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"Issues in the Mid-East"*

[REDACTED]

26 Sept. 1973
2 hours

(D) MIDCAREER COURSE #37, 22 August to 5 October 1973

"New Emphasis on Economic
Research"
(International Economics)

Maurice Ernst
OER

13 Sept. 1973
2 hours

STATINTL

"Prospects for the Middle East"
(International Economics)

[REDACTED]
Spec. Ass't to the
DCI

26 Sept. 1973
1 1/2 hours

"The U.S. in the World Economy"
(International Economics)

Charles Cooper
Deputy Ass't to
the President for
International
Economic Affairs,
NSC

3 Oct. 1973
2 hours

*Approximately half of this presentation dealt with international economic matters.

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"International Politics and
Environmental Problems"
(Ecology)

Christian Herter
Spec. Ass't to the
Sec. of State

28 Sept. 1973
1 1/2 hours

"Energy: Challenge of the
70's"
(Ecology)

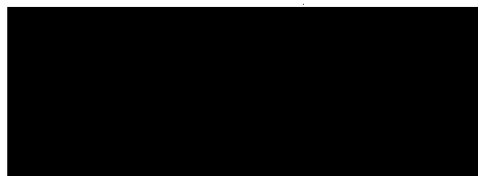
James West
Staff Ass't to
the Ass't Sec.
for Mineral
Resource, Dept. of
the Interior

4 Oct. 1973
2 hours

(E) LATIN AMERICAN SEMINAR

STATINTL

"International Relations:
Emphasis on South America"
(International Economics)



Sept. 1973
hours

STATINTL "The U.S. Role in Economic
Development: The Latin
American Reaction"
(International Economics)



13 Nov. 1973
3 hours

STATINTL "The Church and Demographic
Problems"
(Demography)

OTR

30 Oct. 1973
3 hours

(F) INTELLIGENCE PRODUCTION COURSE

Session on International
Economics
(International Economics)

Robert Morris
Chief of Staff,
Council on Inter-
national Economic
Policy

26 April 1973
2 hours


STATINTL Visit to Office of Economic
Reporting
(International Economics)

OER

2 April 1973
4 hours


(G) CHINA FAMILIARIZATION COURSE 3-73

STATINTL	"Geography and Natural Resources" (Ecology and Demography)	 OBGI	27 Mar. 1973 1 hour
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STATINTL	"Economic Development and Exploitation of Resources" (Ecology and Demography)	 OTR	28 Mar. 1973 1 hour
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STATINTL	"The Social Revolution" (Ecology and Demography)	 OTR	28 Mar. 1973 1 hour
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Chief, Intelligence Institute

1 November 1973

MEMORANDUM FOR: Members of the Curriculum Committee

SUBJECT: Equal Employment Opportunity Statistics

1. In the last Curriculum Committee meeting, there was a question about the need for including EEO data in end-of-course reports. The Chairman requested information on what EEO data is currently being compiled by the Registrar's office.

2. The Registrar routinely submits the completed class rosters for computer input. In OJCS, the rosters are matched with a key, and the result is an EEO computer run which is issued quarterly. The run shows training, internal and external, taken by white females, black males and females, other male minorities, and other female minorities. Copies are sent to the EEO representative; a copy is retained by the Registrar.

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24 October 1973

MEMORANDUM FOR: Director of Training

SUBJECT : Evaluation of the "Information Science for Managers Course," 15 - 19 October 1973

1. The number of applications for this course were limited to about seventy-five, through the use of quotas. Thirty-five students were enrolled, of which six dropped at the last minute because of the Mid-East Crisis. The twenty-nine remaining consisted of twelve CIA; nine NSA; five DIA; and one each Army, Navy, and Air Force.

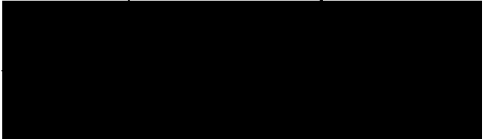
2. The effectiveness of information science instruction begins to decline when students number more than about twenty, and with more than thirty the decline is significant. Productivity and the demands for this kind of training are very strong arguments for accommodating as many students as possible. The optimum trade-off seems to be about thirty students. Classroom 912 is adequate for as many as thirty-eight students. However, the GE terminal room is very crowded with thirty students and three instructors. This crowding could be eliminated by removing the light partition which separates the terminal room from the office now used by [REDACTED]. It would also be necessary to move one telephone and one electric outlet. This change is not urgent, but it would contribute to more effective instruction.

3. The subject of student course evaluations warrants some thinking and possible revision, perhaps for the whole of OTR as well as the ISTP. The main thing they tell us is the popularity, interest, and entertainment value of individual presentations and the course as a whole. They do a poor job of indicating the utility, value, applicability, and pay-off of our courses to the Agency and the Government. Since the students evaluate instruction most heavily on the basis of interest and popularity there is a temptation for instructors to design their courses to meet this criteria. The extensive use of dramatic guest lectures, senior executives, and

tours is the easiest way to make a course most interesting. Unfortunately it is not the way to teach skills and methods which can be applied to the management of intelligence or the work of intelligence. The dominant or exclusive use of student evaluations places an inappropriate premium on popular and interesting presentations. It discourages the presentation of subjects which are inherently difficult, dry, or tedious, even though they may be very useful. The ISTP has resisted this temptation and makes only a minor use of guest speakers. However, there remains a need to develop some means of evaluating the utility and applicability of course content, and student evaluations simply cannot do this.

4. Over the past three years we have used many different evaluation forms. I favor the simpler forms, in the belief that all they really tell us is how well the students liked the course. The more detailed forms simply tell us how well they liked individual instructors or subjects. Despite the limitations of student evaluation, their evaluations of this course are gratifying. Question three on the attached form attempts to measure the course utility and value from the students' view. I suspect that all it really indicates is popularity or interest.

5. Additional comments were requested on a second page. Nine of the twenty-seven evaluations included spontaneous written compliments to the staff, such as: "I give four stars to the staff," or, "The individual performance on the part of most instructors was outstanding." There were only a few mild complaints on minor points, such as the student to whom "scientific data banks were not applicable," or the student who "hadn't used math for twenty-five years." Most rewarding was the comment, "The course presented a number of techniques which I will take back to the office and use almost immediately." That is our major objective, and we are successful to the extent that we accomplish it. Perhaps it should be a major objective in all training.


Course Director

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Atts as stated

19 October 1973

INFORMATION SCIENCE FOR MANAGERS
COURSE EVALUATION

Summary
27 Forms received.

Briefly stated, the objectives of this course are:

- To acquaint managers and intelligence professionals with the terminology and basic techniques of Management Science.
- To identify the capabilities, limitations, and applicability of Management Science methods to the functions of management and the processes of intelligence.
- To improve the ability of managers and intelligence professionals to communicate with systems professionals, in the accomplishment of management and intelligence tasks.

1. Considering the limitations of time, how would you evaluate the course in accomplishing these introductory objectives?

Outstanding	Excellent	Good	Fair	Poor
(4)	(18)	(4)	(1)	()

2. Would you recommend this course to any of your colleagues?

Yes	No
(26)	(1)

3. In comparison with other training, how would you rate the utility and value of this course?

Very Useful	Moderately Useful	Nice to Know
(5)	(2)	(1)

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14 November 1973

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MEMORANDUM FOR: [REDACTED], Information Science Training Program/FTD

SUBJECT : Program Performance Measurement and Course Evaluations

1. Although the Curriculum Committee did discuss the question of student critiques at its meeting on 7-8 November, the Committee did not as a whole really have time to consider in depth the papers you submitted on 20 July 73 and on 1 November 73. I found them interesting statements deserving response.

2. The paper of 20 July is particularly interesting. The portion on program performance measurement does indeed bring into question the whole matter of the validity of our training programs. Despite the fact that the objectives for the Functions Course, set forth on page five of your paper, are couched in terms of what is to be taught rather than what is to be learned, I do think you're coming right to the heart of the problem. In order to develop program performance measurement, a systems approach requires the trainer to undertake a job performance analysis which indicates those on-the-job deficiencies which can and should be overcome through training. I think it is highly revealing that the relatively poor student evaluations in terms of Objective 2 of the Functions Course indicate that the course is not closely related to job performance in the students' eyes. It seems to me that the systems approach does, in fact, require that whenever we are endeavoring to convey knowledge or skills in a training program a concerted effort needs to be made to relate the training to the real job environment.

3. Given the broad ranging aspects of information science as we presently teach it, and the limited staffing available to teach it, it is unrealistic to expect that we can relate such training to the particular needs of individual students working in a wide variety of jobs within the Intelligence Community. But I think we should develop some applications that are currently appropriate to Agency officers.

4. In the 1 November paper you suggest that it is not OTR's responsibility to determine whether the information science techniques we are teaching can be applied within the job environment. I disagree. It is the responsibility of the trainer to analyse job requirements, including what will or will not be accepted within the job environment. I feel that this has been a shortcoming of our management training in the past, but recent steps to survey consumers as part of the design and development of the new Advanced Management Program represents major

progress on the part of OTR to tailor a training program to the reality of the working environment. I think we have to do more of this.

5. Finally, since your initial paper related to requirements for training, you probably would like to know that a rather comprehensive plan is in the works for developing career training packages for large functional categories of personnel throughout the many career services in the Agency. Linked to the Personnel Development Program, the effort is perhaps too complex for me to record here but I will be glad to discuss it with you at your convenience.

"signature"

STATINTL


Career Development Officer

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CDO/:jg (14 Nov 73) 3185

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